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Rationale and facilities of the University of Hawaii's language laboratories are examined. The two-fold summary defines present (Fall 1968) and future (Fall 1969) needs, physical facilities, expected language enrollments, schedules, staff, services, research, experimentation, and planning. Also treated is the financial aspect of laboratory operation. (AF)

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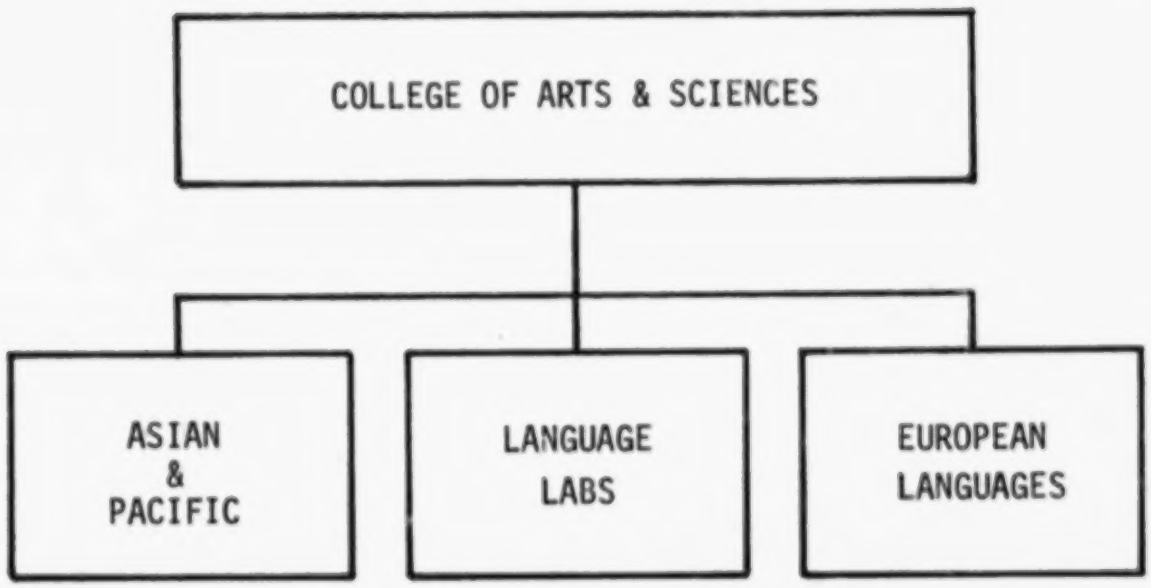
YOUR LANGUAGE LABORATORY FACILITIES PRESENT & FUTURE

FL 001 157

by Jean R. Theuma, Director

Foreign Language Laboratories

University of Hawaii



Actual Organization

Possible Reorganization

F O R E W O R D

The material for this document was originally delivered in the form of a multi-media presentation given September 11, 1968, in the Kuykendall Auditorium of the University of Hawaii.

To reduce the sensory impact of a live production based on audio-visual materials to mere black and white print cannot be done with impunity. Nevertheless, the permanent aspect of the printed word has its advantages too.

Three reasons have impelled me to prepare this paper:

1. The need to state the case of the Foreign Language Laboratories to those who could not attend our live presentation, to the U.H. Administration and the State Legislature.

2. The need to relate the activities of the Asian & Pacific languages to those of the European languages, if the Lab organization is to support the programs of both departments successfully.

3. The need to demonstrate the role which a supra-departmental agency could play in shaping the U.H. Foreign Language Program as a whole.

We read in Academic Development Plan II: "... it seems evident that as the University diversifies and expands, combinations of disciplines and departments, new intellectual coalitions, are more likely to garner support than are the individual departments working separately."

Could it be that it is within our grasp to become the Georgetown of the West? As a matter of fact, our future lab facilities have been designed with a "School of Languages and Linguistics" in mind.

October 15, 1968

J.R.T.

To the lab crew

T H A N K Y O U . . .

JIM EVANS, for building the prototype of our future student booths, and for your expertness at turning graphs and charts into works of art.

ANNETTE FUKUDA, for your manifold contribution to the Labs' mission, and for your talent in using the typewriter as a creative tool.

JERRY CHANG, for your readiness to give your all, and for your invaluable help in making our multi-media presentation a success.

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PART ONE

THE PRESENT

1. ARE LANGUAGE LABS NECESSARY?

Four years ago, when planning began for two floors of language laboratory facilities to be installed in Classroom Building #4, former President Hamilton wanted to know, "Are language labs necessary?"

It was a good question, as it is still today. A question we shall have to keep answering as long as the validity of the audio-lingual approach to foreign language instruction continues to be challenged.[1]

What is the position of the U.H. faculty where foreign language methodology is concerned? Is it traditionalist or in the new key? A good way to find out would be to examine the instructional materials created by our own instructors for their courses.

LANGUAGE	TEXTBOOK TITLE	U.H. FACULTY CO-AUTHOR(S)	TAPED MATERIALS (HOURS)
French	*Basic French: A Programmed Course*	*Niedzielski*	65
	Handbook of French Structure: A Systematic Review	"	14
Spanish	*A Structural Course in Spanish*	*Hadlich*	18
	A Drillbook of Spanish Pronunciation	*Hadlich, Holton, Montes*	17
	Continuing Spanish I	*Holton, Montes*	12
	Continuing Spanish II	*Holton, Montes*	6
Chinese	*Beginning Chinese*	*DeFrancis*	34
	Beginning Chinese Reader	"	20
	Intermediate Chinese	"	40
	Intermediate Chinese Reader	"	5
	Advanced Chinese	"	29
Korean	*Learn Korean, Vol I*	*Young*	4
	Learn Korean, Vol II	"	5
	Learn Korean, Vol III	"	5
Japanese	*Learn Japanese, Col Text, Vol I*	*Young*	10
	Learn Japanese, Col Text, Vol II	"	12
	Learn Japanese, Col Text, Vol III	"	10
	Learn Japanese, Col Text, Vol IV	"	10
Methods	*The Successful Use of the Language Laboratory*	*Cannaday*	8 15-minute films

FIGURE 1. Audio-lingual Instructional Materials Authored by U.H. Faculty.

[1] For Purdue's answer to Dr. Hamilton's question see Kenneth D. Chastain and Frank J. Woerdehoff, "A Methodological Study Comparing the Audio-Lingual Habit Theory and the Cognitive Code-Learning Theory," The Modern Language Journal, Vol. LII, No. 5 (May 1968), pp. 268-279.

That we should blaze the way in Asian languages is understandable enough, but that we should have on this campus national leaders in the field of European languages as weil, should not be taken for granted. It was Dr. Dorothy Aspinwall who set the course for this University in 1956 when, two years before the National Defense Education Act, she pioneered our first language laboratory on the top floor of George Hall. Again in 1960, it was her leadership what won us our present Lab No. 1 in Webster Hall. Finally, our present Lab No.2 would have never materialized in 1965 if it had not been for Dr. Ernest Jackson's active support and unshakeable faith in the audio-lingual method.

Statistics on foreign language programs requiring lab practice have only become available since 1962. From 1962 to 1967, lab programs almost tripled (Figure 2), while student enrolment in lab courses practically doubled (Figure 3). But the most significant data, from the point of view of the total U.H. foreign language program, is to be found in Figure 4 where is revealed our students' preferences from among the sixteen (16) modern languages offered on this campus in the fall of 1967.

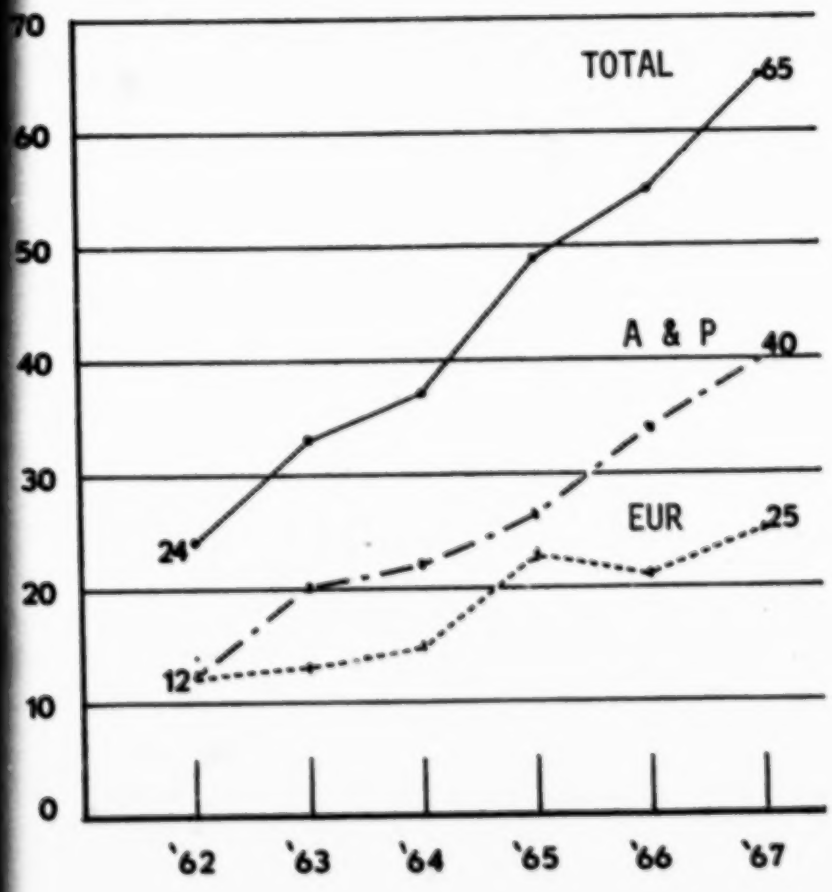


FIGURE 2. Lab Programs.

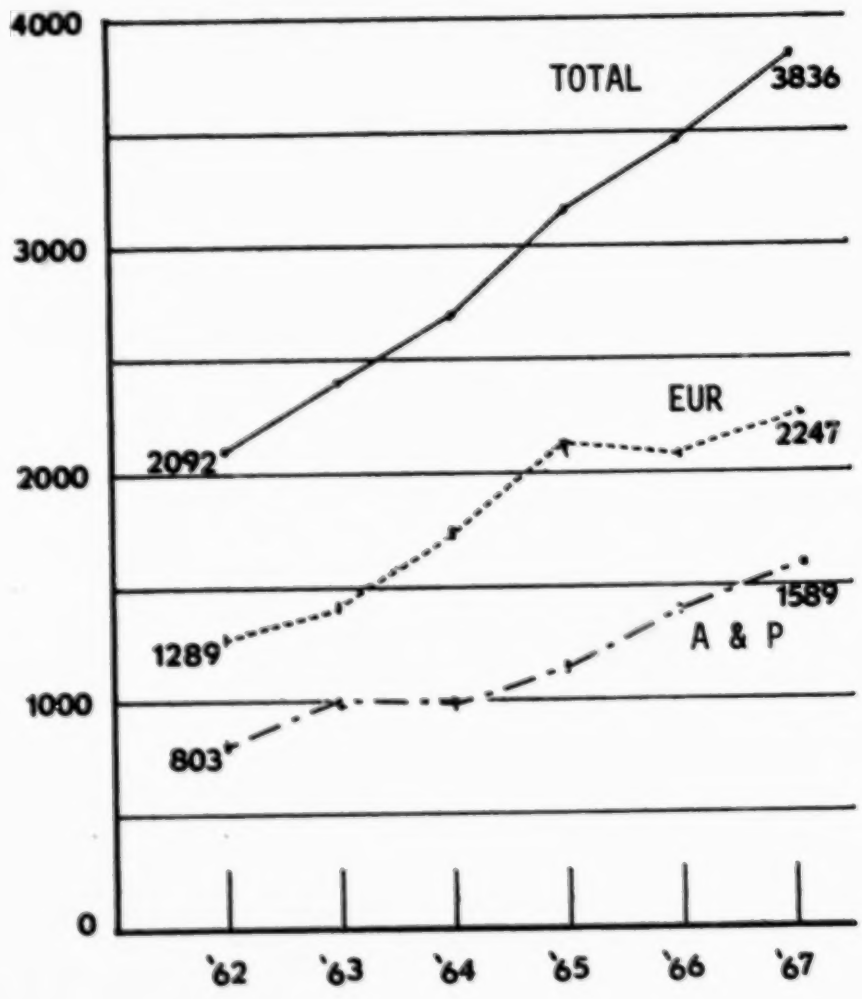


FIGURE 3. Student Enrolment.

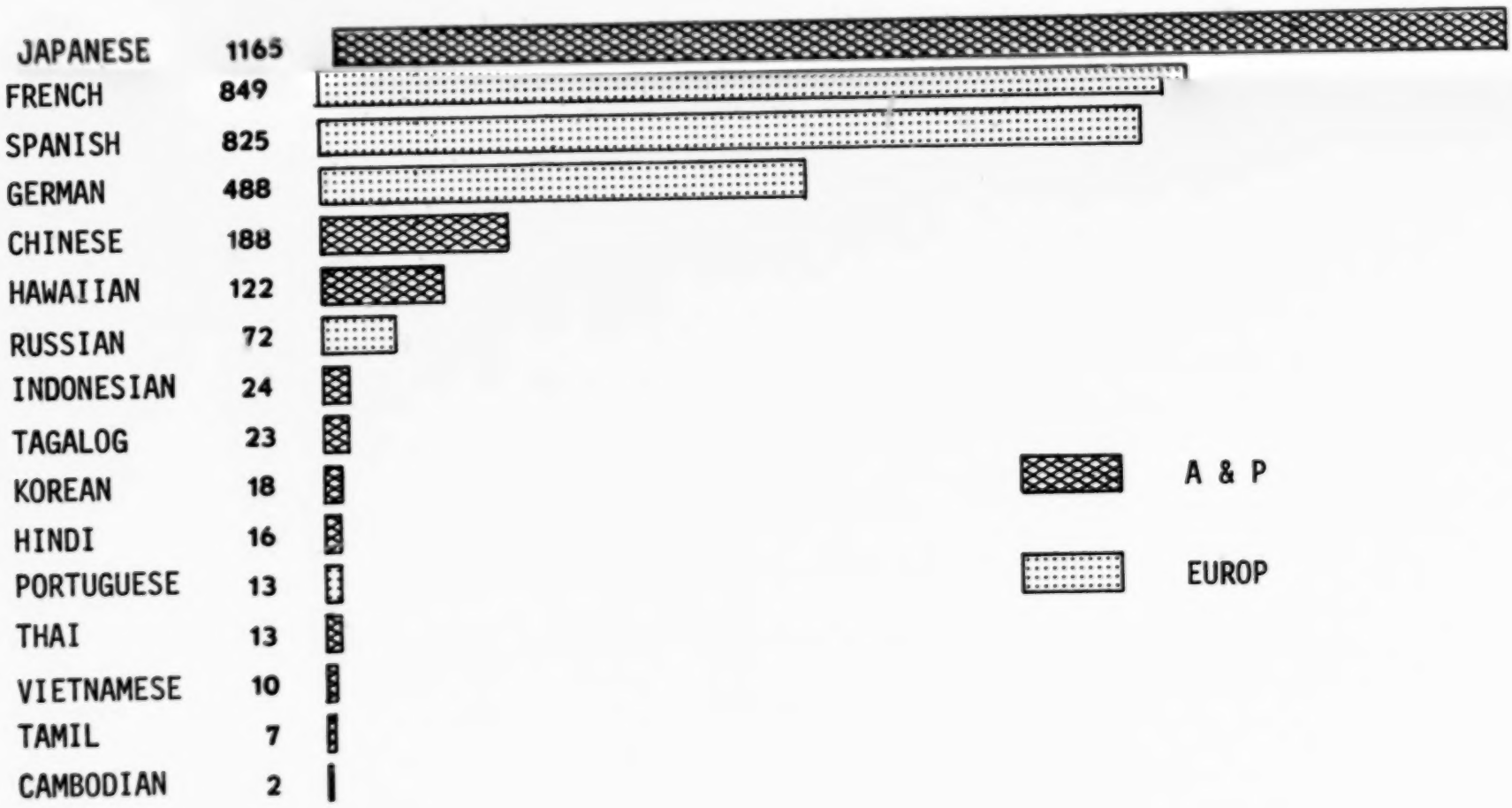


FIGURE 4. Student Preferences - Fall 1967.

2. FALL OF 1968

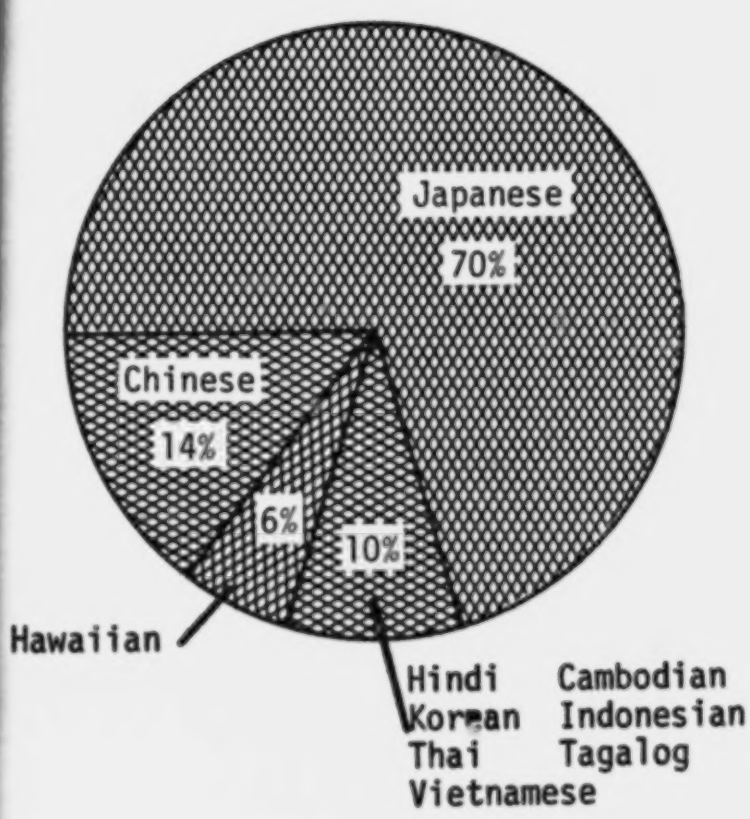
Since the statistics for the fall of '68 were prepared before the opening of the semester, the following data are to be considered estimates, especially where student enrolment is concerned.

	A & P	EUROP	TOTAL
Foreign Languages	10	7	17
Lab Programs *	36	30	66
Student Enrolment	1750	2475	4225
* intensive courses	(9)	(4)	(13)

FIGURE 5. Lab Projections - Fall '68.

Merely stating the number of languages offered by a given department is not saying very much unless the relative importance of all languages within the department is also known. Figure 6 indicates this intra-departmental relationship on the basis of the number of sections allocated each language program for registration purposes.

In analyzing inter-departmental differences, one should be careful to only use data reporting on total lab activities. Figures 7 and 8 are a good example, inasmuch as it can be stated from them that the A & P department has 10% more programs but 20% less students than the European department. Specifically, and using the data furnished in Figure 5, the European languages average happens to be 82.5 students per program, as compared to 48.6 for Asian & Pacific languages.



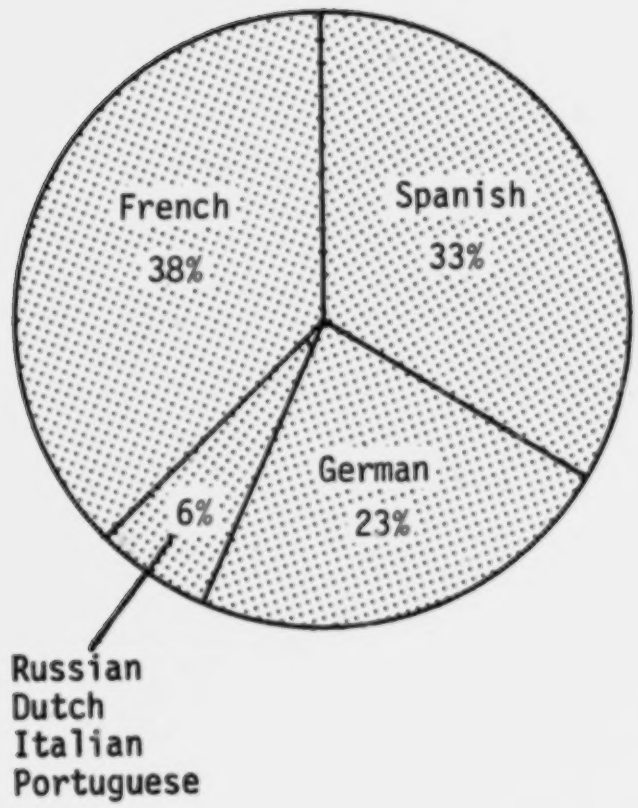


FIGURE 6. Foreign Languages - Departmental Distribution - Fall '68.

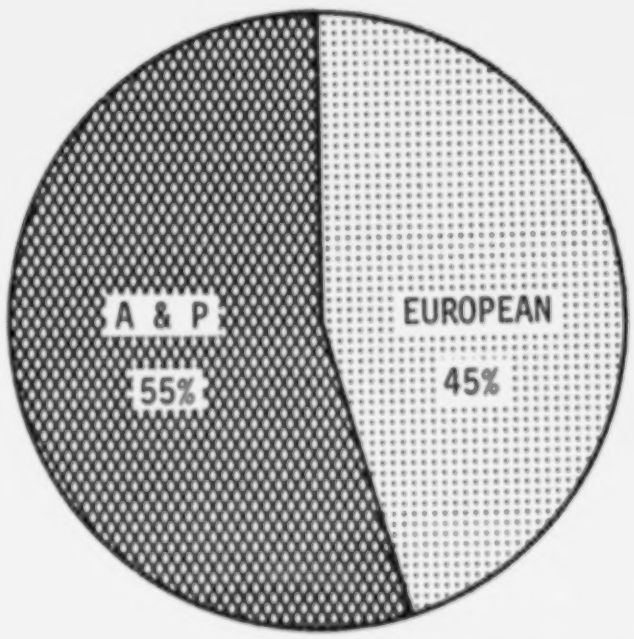


FIGURE 7. Lab Programs - Fall '68.

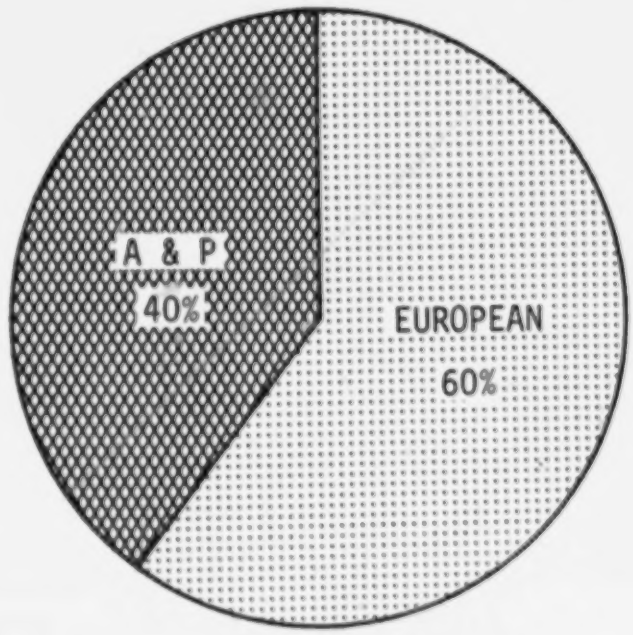


FIGURE 8. Student Enrolment - Fall '68.

3. PRESENT LAB FACILITIES

Lab No. 1

Lab No. 1, located in Webster Hall 303, is 8 years old. It is known as the big lab, as can be judged from Figure 9.

It features 96 student booths of the audio-active type, i.e. each booth is equipped with a headset, a microphone, and a program selector, but no recording facilities.

This lab is a so-called *broadcast* lab because programs are played from a console and started according to a schedule. As a result, students are forced to practice in lockstep with the program sources, without any possibility of control over the taped materials.

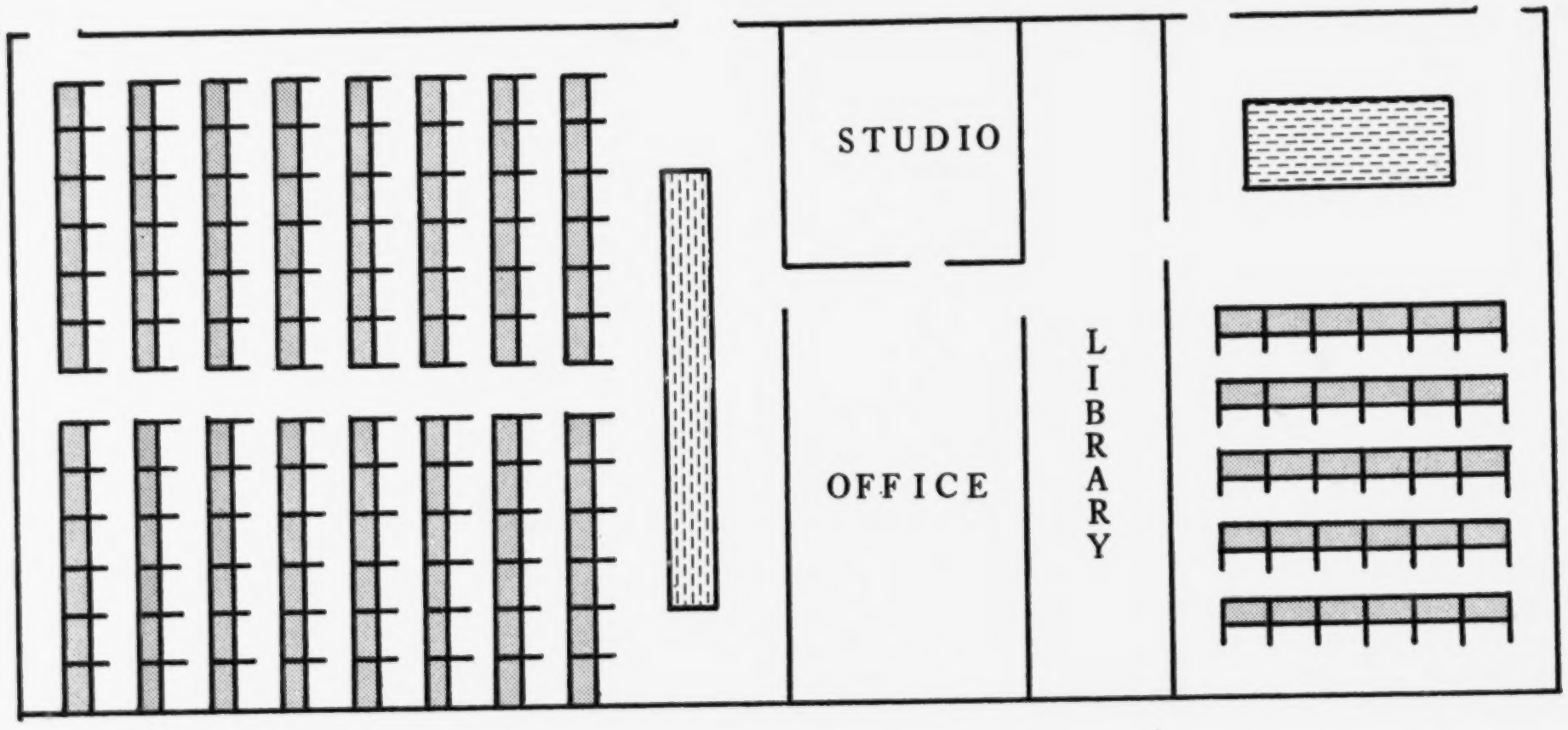
The following seventeen (17) language programs -- those with the largest enrolment -- are currently being offered in this lab to approximately 3,000 students.

ON THE HOUR	ON THE HALF-HOUR
----------German 101----------	
----------Japanese 101----------	
----------Spanish 101----------	
French 101	French 101(Programmed)
Chinese 101	Japanese 120
Hawaiian 101	French 201
French 102	German 201
Japanese 102	Spanish 201
Spanish 102	Japanese 202
Japanese 201	Japanese 301

Lab No. 2

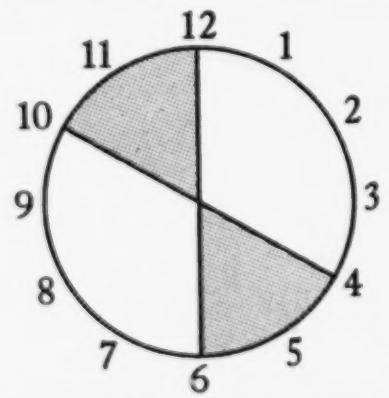
Lab No. 2, located in Webster Hall 302, is 3 years old. It is known as the small lab, as can be seen in Figure 9.

It features 35 student booths of the audio-active-comparative type, i.e. each booth is equipped with a headset, a microphone and a dual-track tape recorder.



LAB-1
AUDIO-ACTIVE

LAB-2
AUDIO-ACTIVE-RECORD



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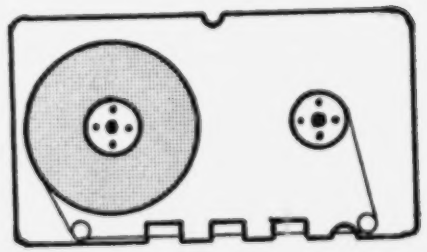

LIBRARY

FIGURE 9. Present Lab Facilities - Webster Hall.

This lab is a so-called *library* lab where students can go at any time and stay for as long as they wish. Upon entering the lab, the student helps himself to a pre-recorded cartridge from the open shelves assigned to his course. He inserts the cartridge onto his tape recorder and, from there on, he is in full control of his learning materials. He can even record himself, if necessary, and compare his performance with that of the master teacher on his tape.

The following forty-nine (49) language programs -- those with lesser enrolment -- are currently being offered in this lab to approximately 1,225 students.

ASIAN & PACIFIC LANGUAGES

Cambodian 101
Cambodian 201
Chinese 103*
Chinese 201
Chinese 301
Chinese 303*
Chinese 321
Chinese 401
Chinese 421
Chinese 431
Hawaiian 201
Hindi 101
Hindi 201
Indonesian 103*
Indonesian 303*
Japanese 103*
Japanese 130
Japanese 302
Japanese 303*
Japanese 321
Japanese 401
Korean 101
Korean 201
Tagalog 103*
Thai 103*
Thai 303*
Vietnamese 101
Vietnamese 201

EUROPEAN LANGUAGES

Dutch 311
French 103*
French 202
French 210*
French 301
French 311
French 312
German 102
German 202
German 203
German 305
Italian 311
Portuguese 101
Russian 101
Russian 201
Russian 303
Spanish 110*
Spanish 202
Spanish 210*
Spanish 330
Spanish 403

* indicates intensive courses

It should be noted that Lab No. 2 was originally intended to be used as a *class* lab, i.e. a lab where a teacher could periodically bring his classes to monitor and test each of his students individually. Unfortunately, our present lab facilities can no longer be spared for class activities, however necessary such teacher-student confrontations in a lab situation may be.

A *class* lab situation.

4. OPEN LAB HOURS

Given a total of 131 booths to be claimed by 4,225 students needing access to 66 language programs, how long should the lab stay open daily? This is a difficult question to answer because of the many factors influencing lab attendance: program consistency and course intensiveness, booth availability and student convenience, teacher attitude and learner motivation, etc. Nevertheless, a proven rule of thumb would be to strive for 5.5 half-hour lab sessions per student per week, taking into consideration that not all seats can ever be occupied at all times.

Although the current 3.7 average for Lab No. 1 indicated in Figure 10 is somewhat higher than last year's, it is still considerably below par. Unfortunately, there is a limit to the number of programs and students that can be packed into small Lab No. 2, and equalization of the load between the two labs cannot be improved.

This fall, our two labs are operating a record 14 hours per day, Monday through Friday from 7AM to 9PM, and Saturday from 7AM to 2PM, making a total of 77 hours per week. As can be seen in Figure 11, our current open-for-business hours represent a 50% increase in lab services since 1966 -- from a combined 102 weekly hours to 154. Since during the past 2 years student enrolment and lab programs have not enlarged more than 20%, this growth in lab activities can only be attributed to an increased interest in audio-lingual techniques on che part of both teachers and students.

FALL	LAB No. 1	LAB No. 2
'67	3.5	5.0
'68	3.7	5.0

FIGURE 10. Average Weekly Sessions per Student.

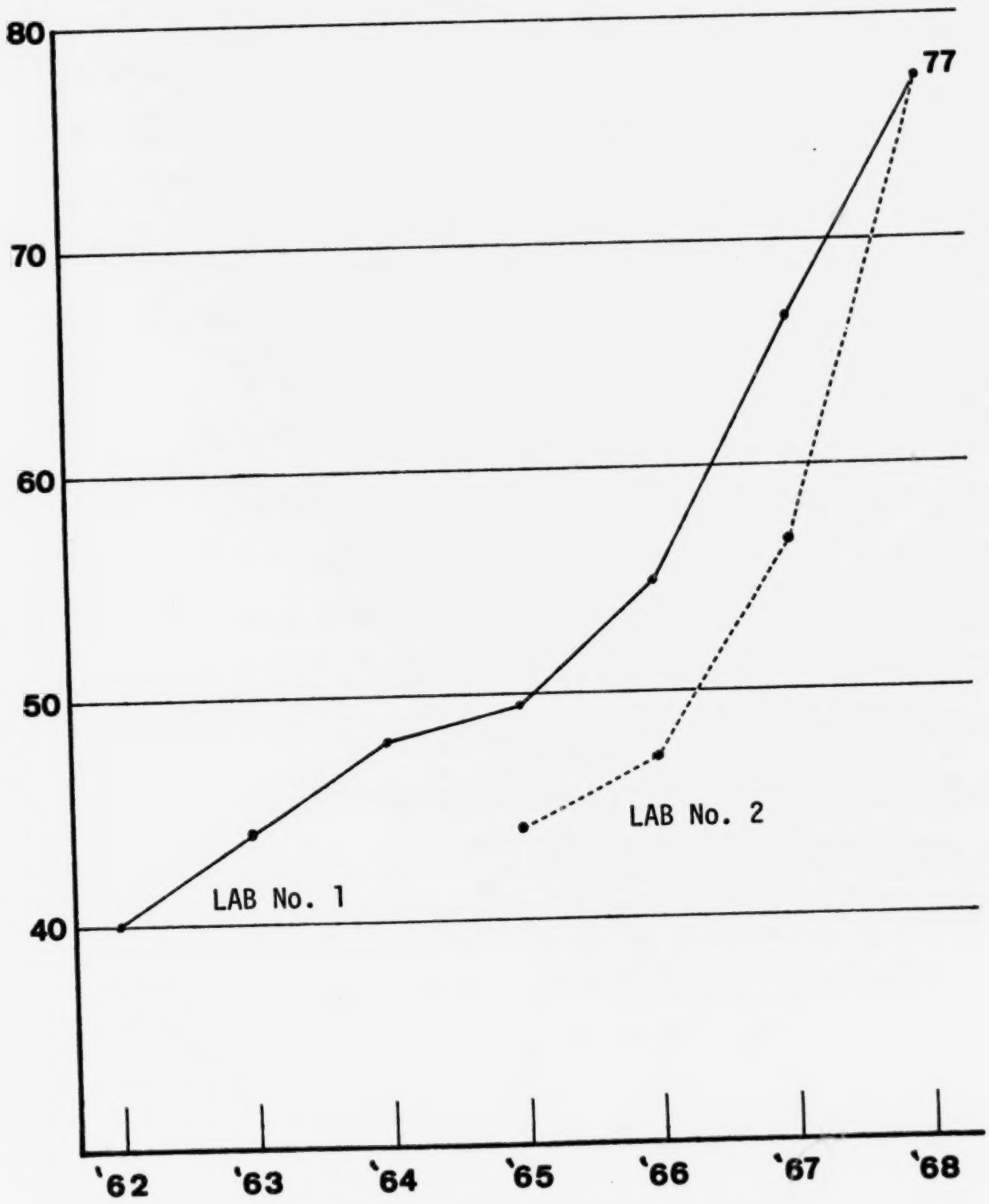

FIGURE 11. Weekly Open Lab Hours.

5. THE STAFF

Our present lab activities fall into 6 work categories, each requiring the services of a specialist: Lab No. 1, Lab No. 2, Office, Tape Library, Recording Studio, and Maintenance. Including the lab director, a staff of 9 full-time personnel should currently be on hand to provide lab services during our 80-hour work week.

The fact of the matter is, however, that the labs are presently authorized 4 positions, the balance of manpower being provided by approximately 20 student helpers. (See Figure 12.)

The traditional policy of relying on part-time student help to provide the bulk of our lab services should be abandoned. Student help cannot be effective unless closely supervised. As a minimum, the lab organization should have a specialist in each of its 6 work areas, with student help needed only whenever services are to be provided beyond the 40-hour work week.

In other words, our current lab staff should consist of 7 full-time personnel and only about 8-10 student helpers, as shown in Figure 13.

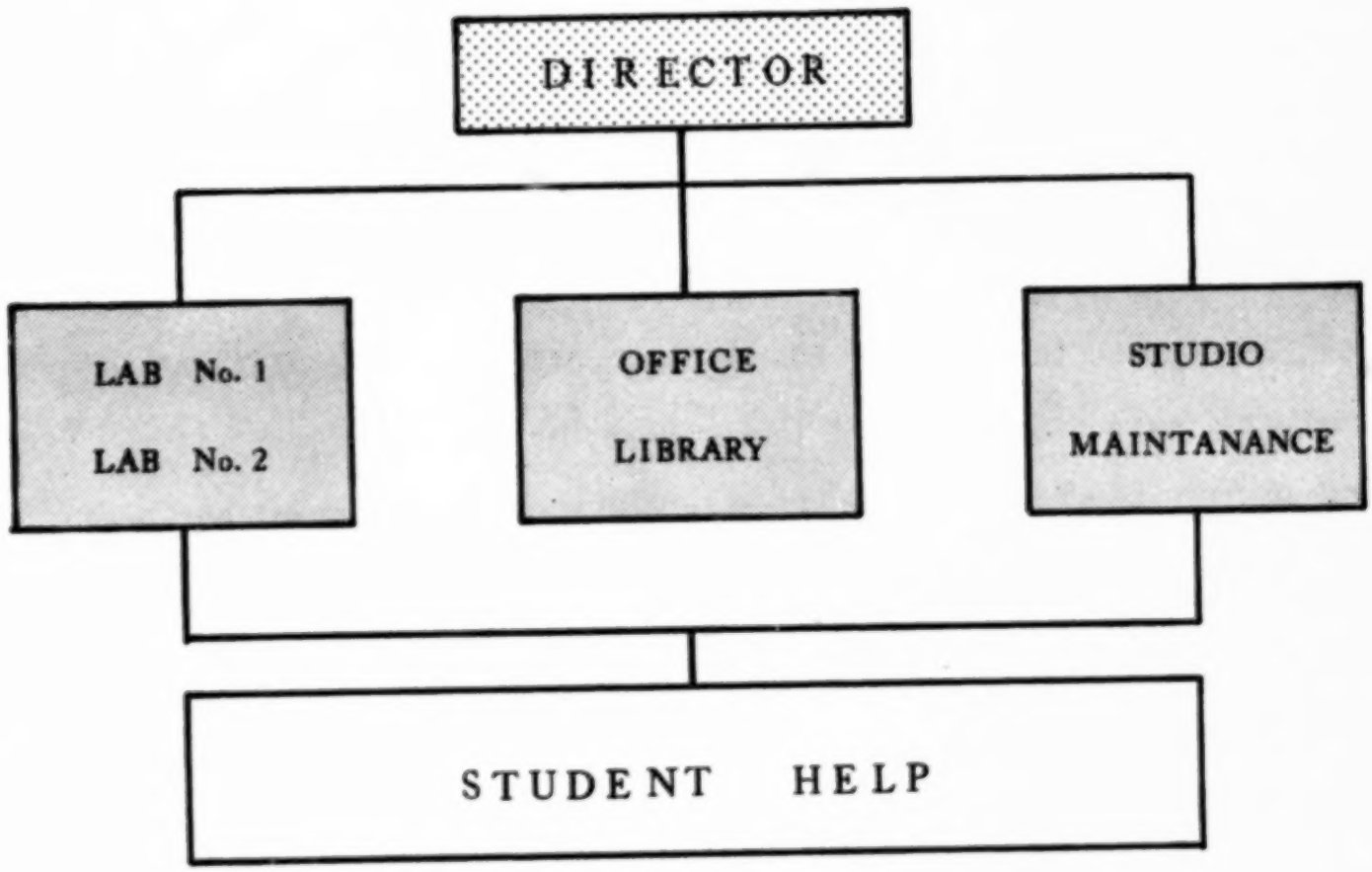

FIGURE 12. Staff Positions Authorized.

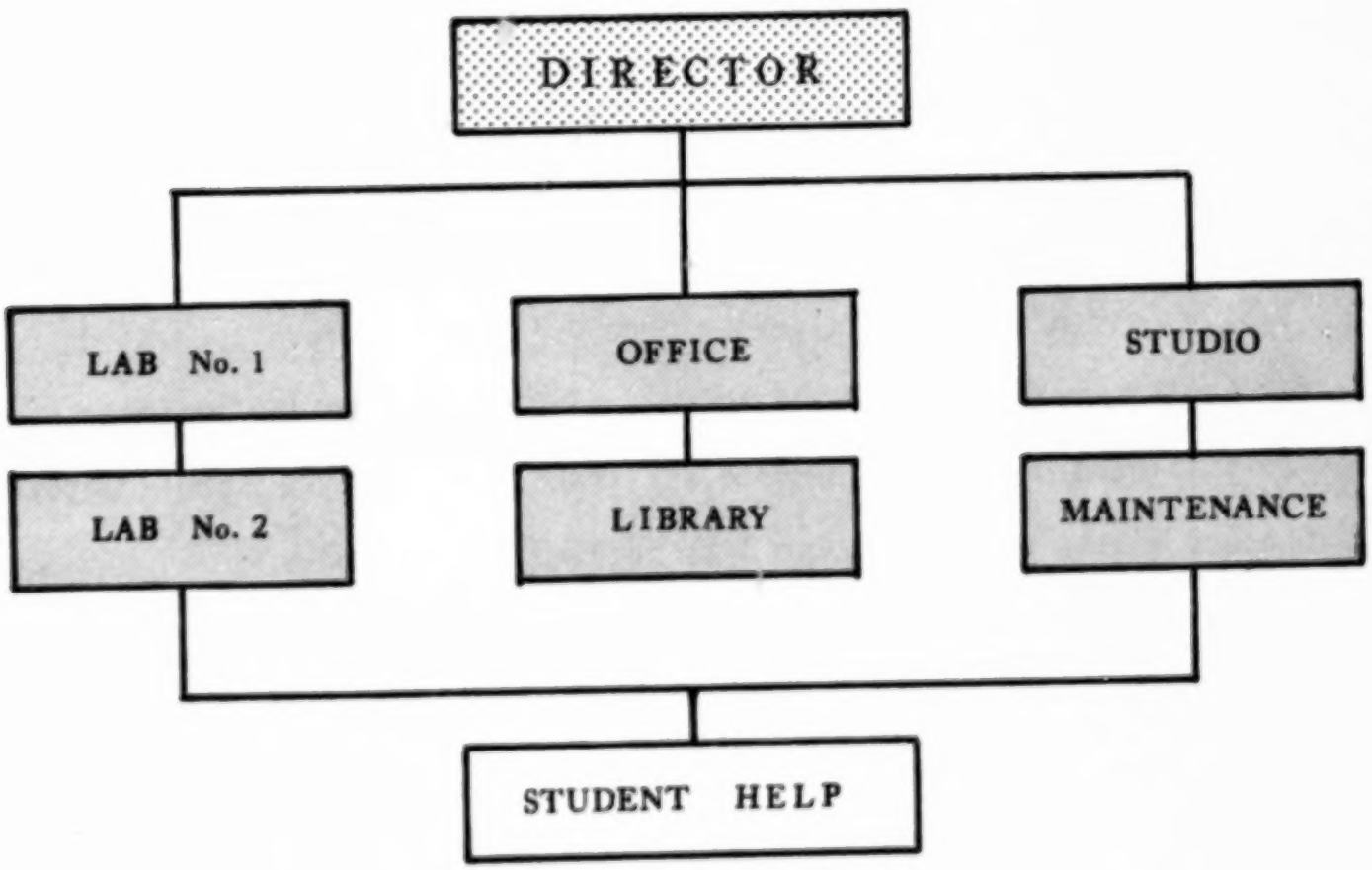

FIGURE 13. Staff Positions Needed.

6. THE LABS' MISSION

The *FOREIGN LANGUAGE LABORATORIES* are an administrative unit of the College of Arts & Sciences (see inside front cover), a service unit, however, as opposed to the other 30-odd instructional units. As such, our current mission is to support the programs of two departments: *ASIAN & PACIFIC LANGUAGES* and *EUROPEAN LANGUAGES*. What is meant by that is a readiness to provide services to some 170 language instructors as well as to about 4,225 language students.

Services to Teachers

Inasmuch as the audio-lingual approach calls for teacher competence in *methodology* and *technology*, in addition to knowledge of the *language* itself, what are the lab obligations regarding teacher training? Should the labs be expected to offer a course in Methodology? No. Methods courses should be the prerogative of language text writers and/or experts in applied linguistics, tests and measurements. In any case, Methods courses should be restricted to the teaching of a specific language.

Should the labs be expected to offer a course on the technical aspect of foreign language instruction? Yes. Preferably in conjunction with a Methods course. But lectures on the proper use of labs is hardly a solution. What is really needed is practical experience. It is therefore suggested that, to take the mystery out of the language lab, an on-the-job training program be initiated whereby a graduate assistant, or a teacher, could actually spend 15 hours a week working in the labs in lieu of teaching.

Finally, we also have the responsibility to provide our faculty with the best facilities money can buy for producing the software, i.e. that which goes on tape. Considering the distinguished body of foreign language

experts available on this campus, it is no wonder that about 50% of all our taped materials have originated in our own recording studio. During the past academic year, we have produced approximately 900 original tapes, reproduced 1,200 work tapes, and sold about $1,000 worth of U.H.-made tapes to other campuses throughout the world.

Services to Students

The Labs' prime obligation is, of course, toward the students. Indeed, our *raison d'être* is above all to provide foreign language learners with the facilities needed to practice audio-language skills.

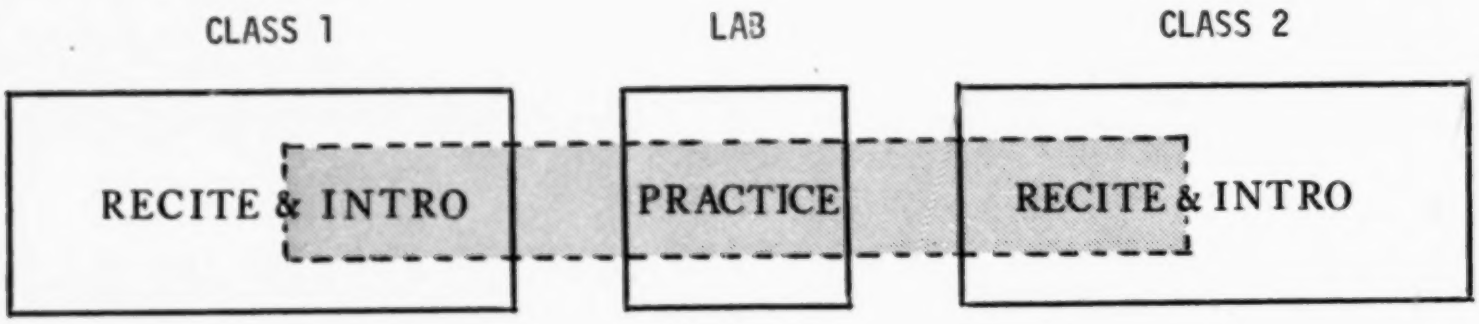

FIGURE 14. The Labs' Prime Function.

THE LAB IS WHERE STUDENTS GO TO DO THEIR ORAL HOMEWORK. One can learn to read and write almost anywhere, but to practice listening comprehension and speaking requires either a private tutor or a language laboratory.

A survey was conducted this summer to determine to what extent labs are deemed essential to the students themselves. About 50% of the total lab population returned their answers. The results are reported in Figure 15. Frankly, we never expected such a vote of confidence in the labs. And most of those who indicated they would prefer to buy their recorders and tapes also specified they would like this convenience in addition to that provided by our labs on campus. A point well taken.

S U R V E Y

SUPPOSE the University of Hawaii were to shut down its Language Laboratories and announce that, from now on, students enrolled in foreign language courses requiring audio-lingual practice will have to purchase their own tape cassette player ($29.50 up) and tapes (about $25.00 worth for initial stock; reproduction of taped programs on student-owned cassettes to be done free of charge by the U. of H. at the beginning of each semester),

WOULD YOU welcome this convenience to do your oral homework anywhere, at any time and in your own fashion

OR

WOULD YOU prefer to continue attending the U. of H. Language Lab facilities?

P L E A S E A N S W E R B E L O W

--- I'd prefer using the U. of H. Language Lab facilities: **90** %

--- I'd prefer using my own portable language lab (understanding it would involve an investment of $55-$75 on my part): **10** %

YOUR COMMENTS_____

FIGURE 15. Survey on Labs, Summer 1968.

it would seem

then

the U.H. language lab facilities are here to stay

not because they are glamorous

but because

at least on this campus

they fulfill a real need

a need

our own faculty has helped

create

PART TWO

THE FUTURE

1. RESEARCH

The future, as far as our language labs are concerned, is merely a year away, the fall of 1969 when Classroom Building No. 4 is expected to open its doors. What kind of lab facilities will be awaiting us in the new building? Before describing what they are likely to be, let us retrace the research and experimentation which determined our choice.

Having visited, between 1963 and 1966, the campuses listed in Figure 16, the writer reached the conclusion that there are basically only two types of language laboratories: the *broadcast* type and the *library* type -- exactly what our present two labs in Webster Hall typically represent. Figure 17 summarizes the basic differences between them.[2]

I hasten to add that a *dial access* language lab is but a sophisticated combination of the two basic types. In this hybrid type, both the program sources and the student recorders are usually stacked away in a remote location together with the switching mechanisms. All that is facing the student in his booth is, ideally, two separate sets of controls: one to give him access to the programs, and the other to give him control of his recorder. Here is how a session in a dial access language lab would progress:

Phase 1 -- Broadcast style. The student "dials" into a program source and practices in lockstep, while simultaneously copying the lesson on his remote recorder.

Phase 2 -- Library style. The student disengages himself from the program source and is now free to practice at his own rate, using the duplicate of the lesson he has just recorded.

---

[2]Scheduling in a broadcast lab cannot be avoided if it is necessary for all students to hear programs from their start -- the usual case with language tapes.

Berkeley	Oakland U.
U.C.L.A.	U. of Wisconsin
Stanford	Ohio State
San Francisco State	Syracuse U.
Mills College	
Sacramento College	Yale
U.C. at Davis	Harvard
U.C. at Santa Cruz	Dartmouth
San Fernando Valley State	U. of Vermont-
Pasadena State	Middlebury
Chabot College	Columbia
Indiana U.	U.N. Interpreting
U. of Michigan	Facilities, N.Y.
Michigan State	Simon Fraser U.,
Wayne State	Canada

FIGURE 16. List of Lab Facilities Visited, 1963-1966.

	BROADCAST	LIBRARY
MECHANICS	Program Selector	Student Recorder
PROGRAMS	Scheduled	Free Access
LEARNING	Lockstep	Individualized

FIGURE 17. Two Basic Types of Language Labs.

One advantage of the dial access lab is its potential for unlimited expansion. For a while, my former assistant W. Stewart Dawson and I became positively excited over the audio and video retrieval capabilities of the so-called Dial Access Information Retrieval Systems. Not liking what was then available on the market, we designed our own D-A-I-R-S. The first phase of our plan called for 200 programs to be accessible from 243 remote stations scattered throughout Classroom Building No. 4, as suggested in Figure 18. Phase 2 would have increased the number of programs to 400 and the number of remote stations to 500. In fact, we had dreams of making language programs accessible to dorms, homes, and schools outside the campus.

After sending our tentative specifications to seven electronics firms on the mainland, we were informed by the Campus Planning Office that this University did not have half a million dollars to invest in lab equipment, but only $186,000. Inasmuch as this modest sum could not even get us started on a D-A-I-R-S, our choice was reduced to the two basic types.

Our next step was to establish minimum criteria[3] below which standards we would not compromise.

1. Our new facilities would have to be of the library type, because of its individualized approach to learning.

2. The student recorders would have to be of the cartridge type, because of the ease in handling cartridges as compared to boxed tapes.

3. Finally, the student controls would have to be of the push-button type, in order to facilitate instant repeat and feedback of the taped material.

---

[3]For a study of the relative merits of the dial access system vs. the library system, as applied to foreign language instruction, see Jean R. Theuma, "Is Dial Access A Fad?" Audiovisual Instruction, National Education Association of the United States, Vol. XII, No. 10 (December 1967), pp. 1078-1079.

DIAL-ACCESS AUDIO-VIDEO INFORMATION RETRIEVAL SYSTEM

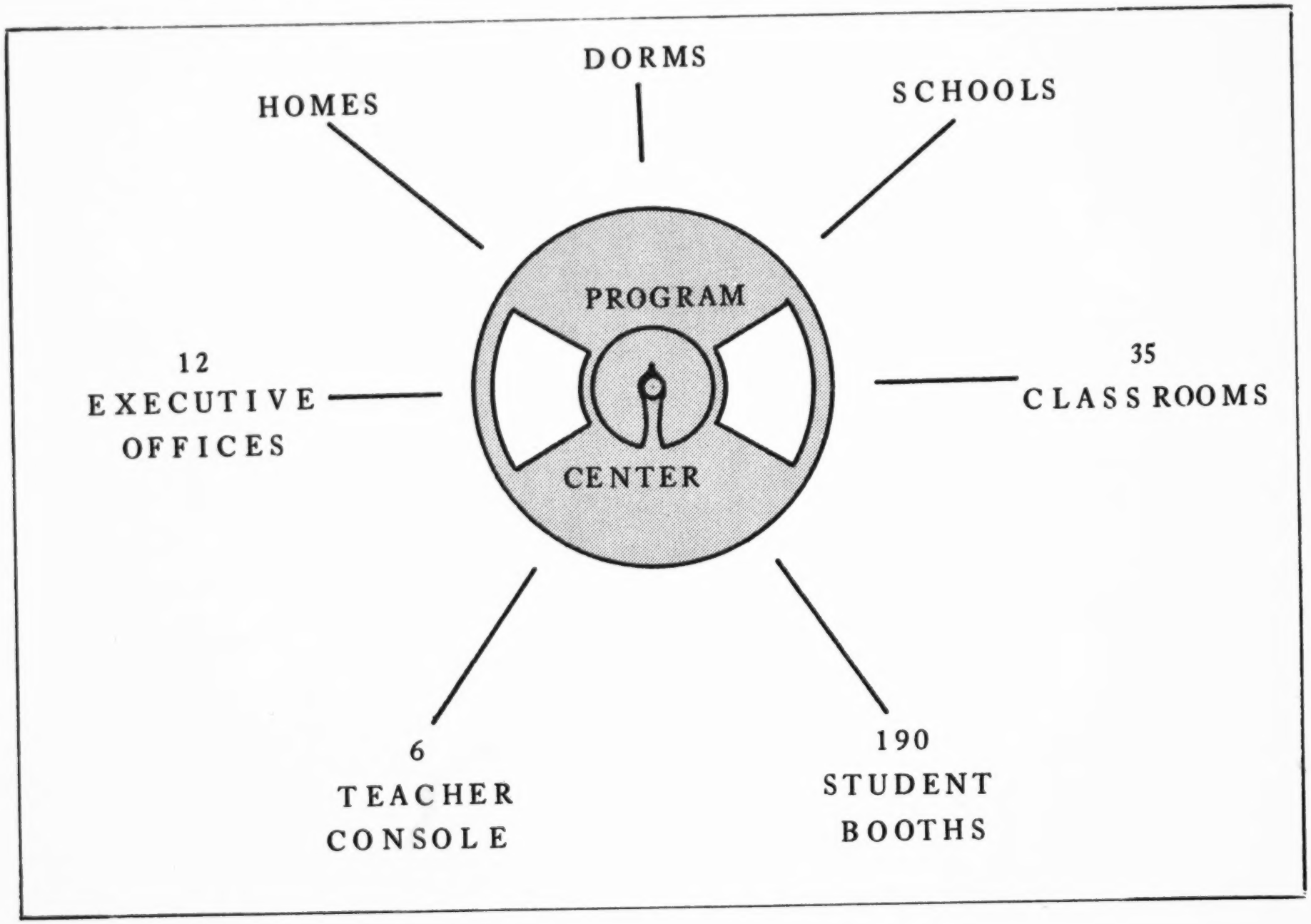

FIGURE 18.

2. EXPERIMENTATION

This may come as a surprise to our readers, but the language lab industry was unable to meet our minimum requirements. Consequently, we not only designed our own teacher consoles, student booths and recorder controls but also built the prototype of our future student positions.

A good illustration of the relationship which should exist between methodology and technology is given in Figure 19 where a likely unit of lab work is broken down into its basic components -- pedagogical and mechanical. It should be noted that: (1) the learning cycle described in Figure 19 relates to the practice of a single response, (2) up to 15 changes in recorder functions may be needed, and (3) it it not uncommon for 50 such work units to make up an average lab assignment. This means, in terms of hardware manipulation, that a student might have to push, hold, or turn some sort of a switch 750 times during the course of his lab session. Have student recorder controls ever been designed with these operations in mind?

I have yet to visit a lab in which the student does not have to waste a considerable amount of attention and energy to operate his recorder. In most cases one has first to look in order to locate the controls, then stop and think because of their haphazard or illogical arrangement. Quite often, both hands are needed to switch to the RECORD mode.

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[4]See Jean R. Theuma, "Which Switch Is Which? - A Better Design for Student-Operated Tape Recorders," Audiovisual Instruction, National Education Association of the United States, Vol. XIII, No. 7 (September 1968), pp. 726-727. Issue title: *New Products and Ideas.*

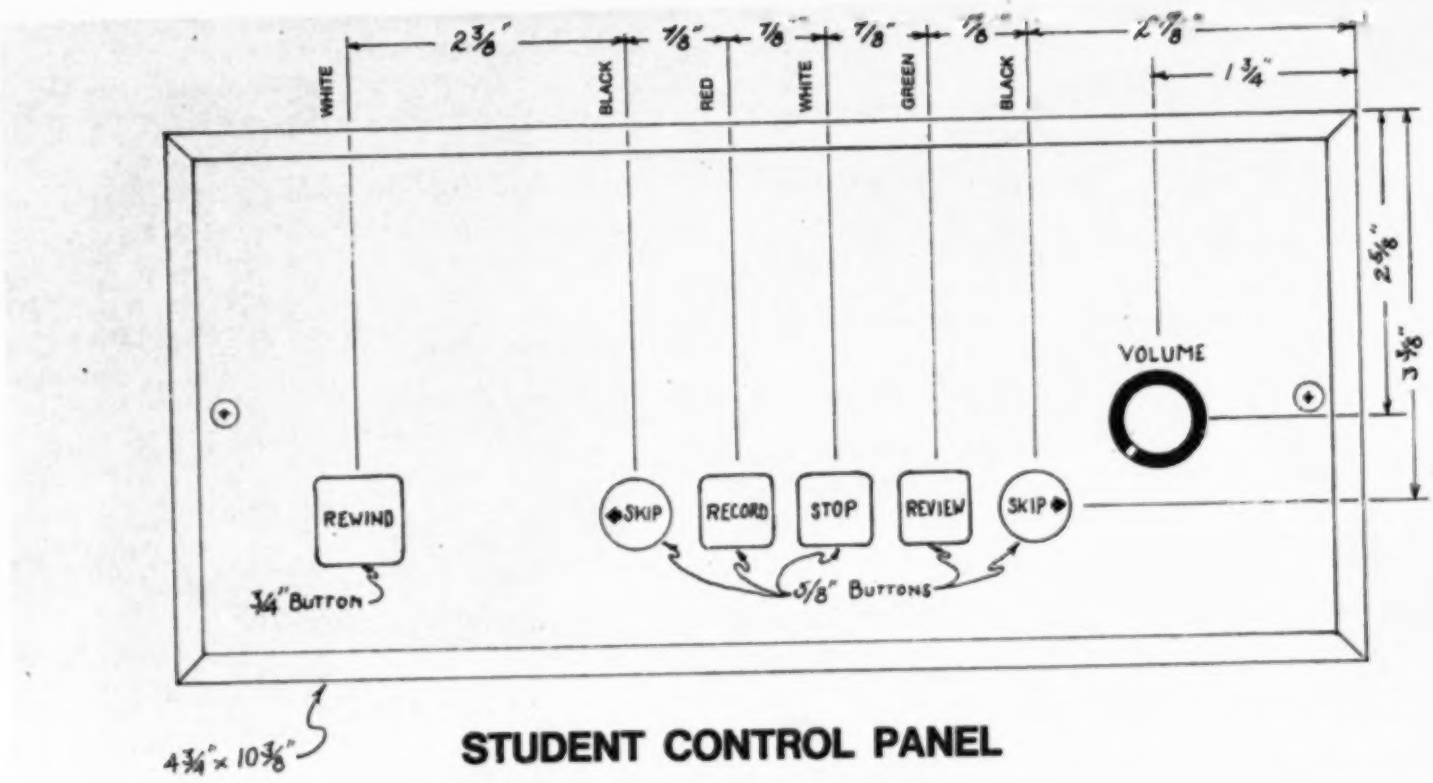
STUDENT	STANDARD CONTROLS	U.H.-DESIGNED CONTROLS
LEARNER'S 1st ATTEMPT: RECORDS PERFORMANCE	1 PLAY 2 RECORD	1 RECORD
IMMEDIATELY COMPARES PERFORMANCE WITH MODEL	3 STOP 4 REWIND 5 STOP 6 PLAY	2 ←SKIP
LEARNER'S 2nd ATTEMPT: RE-RECORDS HIMSELF	7 STOP 8 REWIND 9 STOP 10 PLAY 11 RECORD	3 ←SKIP 4 RECORD
IMMEDIATELY EVALUATES HIS PROGRESS	12 STOP 13 REWIND 14 STOP 15 PLAY	5 ←SKIP

FIGURE 19. Components of a Likely Unit of Lab Work.

Now, let us see what difference it would make using the U.H.-built student controls illustrated in Figure 20 and explained in Figure 21. The REWIND button, for instance, is out of the way because it is likely to be used only once -- at the end of the session. SKIP buttons are intentionally different so as to be recognized by feel. But the most crucial feature, by far, is the juxtaposition of the SKIPBACK and RECORD buttons which makes child's play of the mechanical aspects of going over small units of taped materials again and again until mastery is achieved. The shape, size, color, and arrangement of the six push-buttons making up this control panel have been carefully tested for maximum simplicity and ease of operation. A student could be blindfolded and still operate his recorder through an entire lab session by using the tips of only two fingers.

Having offered the lab industry a pedagogic justification for requesting a technologic innovation, quite a few electronics firms became interested in starting a dialogue with us. In fact, company representatives came from Indiana and California to look over our experimental booth. So far, four firms have adopted the rationale of our student recorder controls, with the sequence and functions we have specified for our own project: OMNILAB, RCA, AV ELECTRONICS, and RAYTHEON, this last manufacturer having been awarded the Leeward Community College contract for a language lab patterned after our prototype booth.

Although the specifications for our new lab complex in Classroom Building No. 4 were turned over complete to the architect about a year ago, they have yet to be advertised for bid. This delay, however, may



STUDENT CONTROL PANEL

FIGURE 20.

REVIEW	when touched once	deck goes into PLAY function	both tracks are in playback function
RECORD	when touched once	1. deck goes into PLAY function & 2. RECORD mode simultaneously	master track is in playback function student track is in erase/record function
STOP	when touched once	1. deck STOPS 2. Drops out of RECORD mode	
REWIND	when touched once	1. deck STOPS (if in motion) 2. drops out of RECORD mode 3. REWINDS all the way 4. goes back to STOP position	
SKIP BACK	while held depressed	1. deck STOPS 2. drops out of RECORD mode 3. REWINDS as long as switch is held down	
	then released	4. STOPS rewinding 5. drops back instantly into PLAY	both tracks are in playback function
SKIP FORWARD	while held depressed	1. deck drops out of RECORD mode 2. goes FAST FORWARD as long as switch is held down	
	then released	3. drops back instantly into PLAY	both tracks are in playback function

STUDENT CONTROLS FUNCTIONS

FIGURE 21.

U.H. Experimental Booth.

be a blessing in disguise. Indeed, requests have been received from three major potential contractors to postpone advertising for bid until after the beginning of next year. It is no secret that the recording industry is undergoing revolutionary changes brought about by the tape *cassette* and that the equipment we can buy now would become obsolete by the time it is installed. Among its many advantages, the *cassette* is less than half the size of the *cartridge* currently in use, it is easier to insert, it can be fast-duplicated and it could also save us a considerable amount of money. Of course, the functional aspect of the labs would remain the same.

3. PLANNED FACILITIES

We have covered at length the qualitative aspect of our future facilities and are now ready to spell our lab needs in quantitative terms. But, first, have any of our present facilities been earmarked for transfer from Webster Hall to Classroom Building No. 4?

As mentioned before, Lab No. 1 is 8 years old and ailing badly. Besides, it is pedagogically insufficient as far as foreign language instruction is concerned. Consequently, Lab No. 1 is to be abandoned.

Lab No. 2, on the other hand, is slated to be transferred, but to a location originally allocated to the English Language Institute and Linguistics Department. Taking into account that the new facilities will hardly be adequate to fulfill the needs of the departments of Asian & Pacific and European Languages, it is obvious that our former generosity in bequeathing Lab No. 2 has to be reconsidered.

A question often asked is: "What criteria were used in estimating the size of the new facilities?" Our lab planning was based on enrolment figures and program needs projected for 1970. It was assumed that, by then, three years of foreign language instruction in high schools would become an entrance requirement to this University. It was also argued that thereafter enrolment and program curves were bound to flatten out.

As a result, the needed facilities illustrated in Figure 23 have been planned to accommodate 5,000 students needing access to 80 language programs.

1st Floor

FOUR (4) LIBRARY LABS adding up to 190 booths and primarily designed to provide students with a place to do their oral homework. For this reason, the teacher consoles are not facing the students but are located in an adjacent control room whose primary function is to mass duplicate daily programs

A SIMULTANEOUS INTERPRETATION TRAINING LAB requested by the Asian & Pacific Languages Department and designed after the facilities used at the United Nations in New York.

2nd Floor

TWO (2) CLASS LABS adding up to 64 booths and primarily designed to provide teachers with a place to meet their students face to face in a lab situation, for monitoring and testing purposes. In these labs the teacher console is, of course, facing the students and is equipped with automatic testing devices.

TWO (2) RECORDING STUDIOS -- the cornerstone of our entire lab organization. In this area, our minimum requirements are nothing but the best professional equipment available on the market today, sound quality being our major concern.

The price tag for the needed facilities has been estimated at $250,000. Since the current allocation for lab equipment is only $186,000, a priority list had to be established and the bid specifications accordingly restricted. Figure 23 also illustrates which facilities are about to be advertised for bid. Left out of the picture are the two Class Labs and the Simultaneous Interpretation Training Lab.

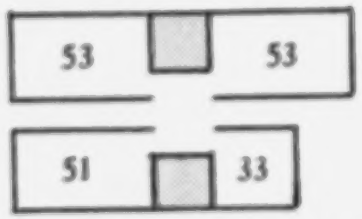
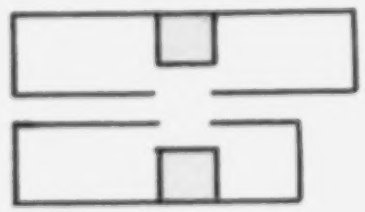
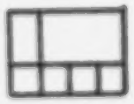
PRESENT FACILITIES	NEEDED FACILITIES **$ 250,000**	CURRENT BID **$ 186,000**
 LAB 1 LAB 2	 LIBRARY LABS	
	 INTERPRETER	
	 CLASS LABS	
 STUDIO	 STUDIO	

FIGURE 23.

4. THE PROBLEM

How serious is the lack of lab facilities and funds? Is it affecting our staff, our teachers, our programs, our students?

We have already mentioned the need to increase our lab staff to seven full-time personnel in order to insure adequate services 80 hours per week.

We have suggested a graduate assistantship program in order to take the mystery out of the language laboratory and relate its function to the classroom.

Without Class Labs, the speaking skill of our foreign language students will remain untested in spite of this University's commitment to the audio-lingual approach in the teaching of 66 modern language courses.

Without Simultaneous Interpretation Training facilities, businessmen from the Orient will no doubt continue to bring their own interpreters while attending conventions in Hawaii.

Finally, Figure 24 clearly indicates what will happen to the student's weekly lab sessions average in the event we have to operate with only the facilities included in the current bid specifications. In other words, within a year after moving into the new building, our lab facilities will be just as crowded as they are now in Webster Hall.

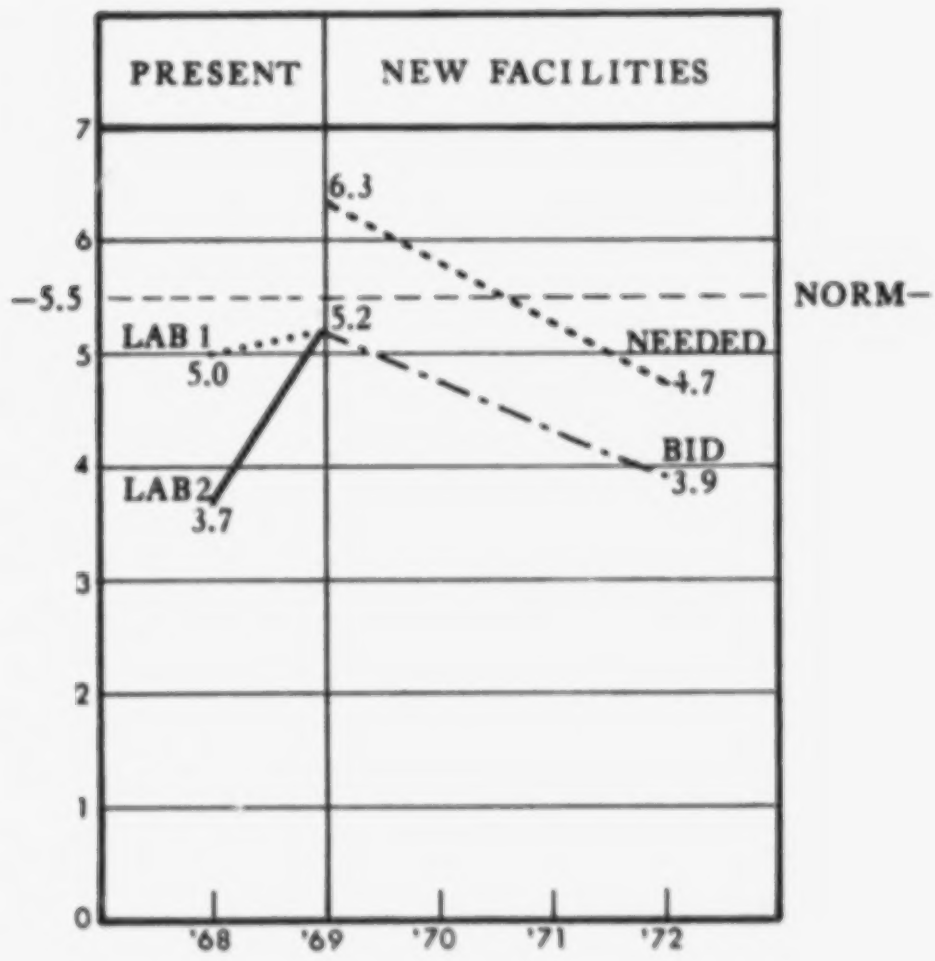


FIGURE 24. Average Weekly Lab Sessions per Student.

At this point, it should be a relief to be reminded that, as far as equipment money is concerned, all we need to rectify the situation is $74,000 -- $64,000 for the two Class Labs and $10,000 for the Simultaneous Interpretation Training Lab. There is also evidence that our Legislature is quite willing to support programs such as ours. Haven't they recently appropriated half a million dollars for language labs in the public schools, without even inquiring into the needs which such equipment might fulfill? And there we are, on the Manoa Campus, with the programs already spelled out and a distinguished body of experts ready to implement them, but no funds! Obviously, our case was never stated.

C O N C L U S I O N

Until now
the Language Labs
another vague notion
another man's worry
Until now
the left hand
ignoring the purpose
of the other
Until now
lip service
to communication
language is all about

Hopefully now
a fresh desire
to move screens aside
to open hearts and minds
Hopefully now
a need manifest
to share resources
*along new lines **
Hopefully now
a U.H. Language Program
in dream and deed
why not with pride

* see inside front cover